**Lesson Planning Template**

**VT English Education**

**Teacher’s Name: Rachel Castonguay Lesson Date and Time: 11/14/12**

**Room Number: 201 # of Students: 6**

**Enduring Understandings/Unit Goals:** At the end of this lesson students will be able to critically evaluate a text to determine if it’s fact or opinion.

**Essential Question:** What is a fact? What is an opinion? What’s the difference between the two?

**Standards Addressed:** 10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

b) Evaluate sources including advertisements, editorials, blogs, Web Sites, and other media for relationships

between intent, factual content, and opinion.

**Lesson Objective(s):** The student will be able to:

* Know the difference between fact and opinion.
* Determine if a statement is a fact or opinion.
* Evaluate tweets to determine if their fact or opinion.

**Materials Needed:**

* SmartBoard and marker pens
* Student Laptops

**Technology/21st Century Learning:** I use the SmartBoard to get students up and actively engaged in the lesson; the activity that relies on the SmartBoard is also an assessment tool.

**Teaching/Instructional Process:**

**1. Anticipatory Set/Hook (1 minute):** The class will fist-to-five to show how comfortable they are with the difference between fact and opinion. (student-centered)

**2. Process:**

1. (2 minutes) The class will generate a definition for a fact and a definition for an opinion. (student-centered)

2. (2 minutes) We’ll have a class discussion on the difference between fact and opinion. (student-centered)

3.(2 minutes) I’ll ask students to determine if these are fact or fiction based on our definition: (student-centered)

* Virginia Tech was founded in 1872
* Ice cream is yummy
* Obama won the 2012 presidential election

4. (1 minute) I will pull up twitter with the hashtag #election2012 (teacher-centered)

5. (5 minutes) In small groups, students will come up and circle one tweet that’s fact and one that’s an opinion. They’ll explain why for both tweets they select. For each, they’ll have to guess at the authors intent of that tweet (persuade, express opinion, communicate, etc.).

**3. Check for Understanding/Closure (1 minute):** I will repeat our criteria for a fact versus an opinion and restate examples.

**Independent Practice:** Students are critically evaluating a social media site using the skills from this lesson. They can use these skills to evaluate facebook statuses, tweets, etc. when they see them in their daily lives.

**Differentiated instruction:** The content is varied depending on which tweets students select and what reasoning they give. The process is varied since students are working in groups. The product is varied since students will be providing different explanations for their selection.

**Interdisciplinary Components:** This lesson can tie into the civics/government classes coverage of the election.

**Assessment/Rubrics:** My assessment will occur in multiple places. The first one is fist-to-five, which will allow me to judge students comfort level (which is tied to prior knowledge). My second form is the definitions students generate for fact and opinion. My third method will be listening to the mini-discussion about the difference between fact and opinion. The small-group activity will allow me to see what misconceptions and misunderstandings students still have by not only seeing what they select as a fact or opinion, but their rationale for selection each will cue me in to misconceptions.